ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

EXECUTIVE COUNCIL MINUTES

October 12 - 15, 1989
ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

EXECUTIVE COUNCIL MEETING

October 12-15, 1989
Hotel Washington
Washington, D.C.

Due to the late arrival of President Patricia Conran's airplane, the meeting was called to order at 2:15 pm by President-Elect Donna Jean Carter. The following were present:

Executive Council: Donna Jean Carter, President-Elect (CA); Art Costa, Immediate Past President (CA); Cile Chavez (CO); Francine Delaney (NC); Delores Greene (VA); Barbara Jackson (DC); Lu Kiser (IA); Art Roberts (CT); and Ann C. Shelly (WV).

ASCD Staff: Gordon Cawelti, Executive Director; Diane Berreth, Ron Brandt, John Bralove, Paula Delo, Helene' Hodges, and Mikki Terry.

Review Council: Donna Delph

Several members of the Council had spent the morning on Capitol Hill making legislative contacts and gave brief reports of the issues they discussed. Gordon Cawelti and Diane Berreth engaged council members in discussing various elements of strategic planning for the purpose of generating a list of critical issues to be faced through the 1990-1995 strategic plan for the association. Working both in large and small groups, the members and staff discussed external trends in society which will affect schools and reviewed data presented about the current status of the association via an internal analysis of ASCD.

The council heard Donna Delph describe the recent work of the Review Council which has prepared a report linking the constitutional purposes of ASCD to the newly adopted set of values. She and Ms. Berreth had prepared a matrix presenting indicators of the extent to which association activities are consistent with an intergraded list of purposes and values. Ms. Delph will take the suggestions received from this exercise and convey them to other members of the Review Council before their final report is submitted.

The strategic planning activities continued on Friday morning with President Pat Conran chairing the remainder of the meeting. The results of this work will be used by the staff to seek input from a sampling of the membership on a number of critical issues prior to the Annual Conference in San Antonio. At that time members of the Board of Directors will be engaged in discussing future directions for the association. The strategic planning activity concluded at 3:30 p.m. on Friday, October 13, 1989.
President Pat Conran called a regular meeting of the Executive Council at 3:30 p.m. with the following present:

**Executive Council:** Pat Conran, President (CO); Donna Jean Carter, President-Elect (CA); Art Costa, Immediate Past President (CA); Cile Chavez (CO); Francine Delaney (NC); Delores Greene (VA); Barbara Jackson (DC); Lu Kiser (IA); Charles Patterson (TX); Art Roberts (CT); Ann Converse Shelly (WV); and Bob Valiant (WA).

**ASCD Staff:** Gordon Cawelti, Executive Director; Diane Berreth, Director of Field Services; John Bralove, Director of Administrative Services; Ron Brandt, Executive Editor; Paula Delo; Helene' Hodges, Director of Research and Information; Vicki Hancock; Mikki Terry, Director of Professional Development. **Recorder:** Kathy Browne

**Review Council:** Donna Delph

1. **MINUTES APPROVED** It was moved by Ms. Shelly and seconded by Mr. Kiser to approve the June meeting minutes. Mr. Roberts called for a correction showing that he had recommended the regional affiliate meetings be changed from a three-year cycle to a two-year cycle. This correction will be made in the official minutes. **MOTION CARRIED.**

2. **PROFESSIONAL DEVELOPMENT** Mikki Terry provided information concerning the preliminary planning that has been done in developing an agenda for the 1990-91 NCSI-NTC institutes. Ms. Terry called for council input on topics that should be considered or deleted. Council members made oral and written suggestions and were encouraged to submit additional feedback by the end of November as ASCD will mail a preliminary agenda of topics in December.

3. **ANNUAL CONFERENCE** Ms. Terry presented copies of the conference preview for San Antonio which is in a new format. She described the postcard system for members requesting the full preview and said approximately 12,000 members had already responded. The preview will also appear in its entirety in the next *Educational Leadership*.

Mr. Cawelti said preliminary planning had been done on Chicago and San Antonio, and at the moment it appeared San Antonio would be the recommendation for the 1998 conference. He recommended that no decision be made on this until March and the council members agreed with this plan.

Three recommendations were made for filling forthcoming vacancies in the conference planning committee. It was moved by Ms. Chavez and seconded by Mr. Valiant to appoint Elliott Merenbloom (Maryland), Robert Mahar (New York), and William Newkirk (North Carolina). **MOTION CARRIED.**
4. PUBLICATIONS REPORT Mr. Brandt discussed the Journal of Curriculum and Supervision and pointed out full costs were currently being determined to ascertain its financial status since it has not obtained enough subscribers to meet all costs. Mr. Brandt recommended appointment of a replacement member to the editorial board. It was moved by Mr. Valiant and seconded by Mr. Kiser to approve Martin Brooks (New York) as a member. MOTION CARRIED.

Mr. Brandt then discussed the work of the Publications Committee which recently met and produced a set of recommended themes for 1990-91 (see attachment A). Council members were encouraged by the topics and there was some consideration of the need for more attention to curriculum in the journal. Mr. Brandt pointed out the committee did not feel that it was appropriate to devote a theme issue to a particular subject. Then he presented a list of video tape topics and displayed the ranking assigned to them by the committee. Discussion was held by the council on the various topics and the observation was made that everyone wanted all of them to be produced at a faster rate than is currently done by the the existing staff. Mr. Brandt pointed out that additions to production staff are envisioned in the near future. Council members contributed their own ideas on the various topics.

5. EXECUTIVE SESSION Mr. Cawelti reported on data showing the extent to which all departments at ASCD are integrated, the presence of minority personnel at various grade levels, and the promotion rates of staff members. Currently ASCD has 107 employees including 11 part-time positions. A copy of the organizational norms recently developed by the entire staff to guide their behavior was also discussed. He also discussed an offer that had been made to purchase the old building but it was a "low ball" bid which probably would not result in a sale. The Executive Session ended after discussion on several of these items.

6. BUDGETARY MATTERS Mr. Cawelti reported that using the accrual basis for accounting, the association would probably meet or slightly exceed the budgeted reserve of $75,000.00 for FY 89. The external auditors have been at work for several weeks on our books and their report will be available at the annual conference in March. It will probably show a deficit of approximately $500,000.00 when accounted for on an accrual basis. The major unanticipated expenses in the past year included the settlement fees on the new building and moving expenses. There were a large number of other over expenditures which the Council had approved due to the strong growth pattern in FY 89. In all, the revenues for FY 89 were approximately $1,000,000.00 in excess of those projected, but they were accompanied by associated increases in cost. Mr. Cawelti said the FY 90 budget was proceeding on course with no problems in evidence.
7. ALTERNATIVES FOR EMPLOYEE HEALTH INSURANCE Mr. Cawelti reported the personnel department had been investigating alternative systems as a means of dealing with rapidly escalating employee health insurance costs. It would now appear that some form of self insurance policy might be desirable so long as there was an alternative backup plan by a major company to cover the large costs. With such a plan, a firm would be employed to monitor the system including payments to employees. Another objective of any change in the system of coverage would be to insure greater equity among single and married employees since the insurance costs for the latter is currently a much larger expense to the association. This means that single employees currently receive less entitlement of fringe benefits out of association dollars. Both cost and equity will be important criteria if a change is made in the future. It was determined that a specific recommendation will be made to the council for approval in March.

8. PLANS FOR EDUCATION WRITERS AWARDS Ms. Delo discussed alternative ways to recognize publications that do a good job of illuminating important educational issues and improving public confidence in schools (see Attachment B). Two options were presented and preliminary motions dealt with option A but the final decision was made by a motion from Mr. Valiant, seconded by Mr. Patterson "to approve option B as the approach to be taken in the further development of the writers awards." MOTION CARRIED.

9. AFFILIATE UNIT MATTERS Ms. Carter attended the meeting of the Affiliate Advisory Committee and presented their recommendation for increasing affiliate participation in ASCD'S strategic plan (see Attachment C). Council members were supportive of the ideas contained in this memo that will be followed up on in the future. After considerable discussion, Ms. Chavez moved "to create an opportunity for meaningful interaction for affiliate participation in the new ASCD Strategic Plan." It was seconded by Mr. Kiser. MOTION CARRIED. This action evidences the support of the Executive Council for affiliates in this matter.

Both Ms. Carter and Ms. Berreth discussed the issue of commercialism in affiliate activities. While the suggestion was made that guidelines are needed on this, it was pointed out that there is a large range of activities which might be interpreted as commercialism, and it is important not to appear to be dictating arbitrary standards to the affiliates. The staff was requested to draft a document on this issue and return to the Council with it in March.

Ms. Berreth recommended adoption of a policy relative to the release of affiliate mailing lists (see Attachment D). It was moved by Ms. Chavez and seconded by Mr. Kiser "to approve the recommended policy." MOTION CARRIED.
It was moved by Mr. Roberts and seconded by Mr. Patterson to appoint Anita Pankake (Kansas) to complete Patricia Garrett's term on the Networks Advisory Committee. MOTION CARRIED.

Ms. Berreth discussed the upcoming policy work to be done on the issue of schools of choice and announced the panel members who will be participating in this important activity.

10. RESOLUTIONS Ms. Berreth distributed a followup report showing the extent to which the resolutions passed in Orlando have been acted upon. After some discussion, President Conran expressed her appreciation on the behalf of the Council to Ruben Ingram for the excellent work that had been done in clarifying the resolution processes.

11. JUDGES FOR DISSERTATION AWARDS President Conran divided the Council members into three teams to make recommendations for judges to select dissertation award winners in the areas of curriculum, instruction, and supervision. It was moved by Mr. Roberts and seconded by Ms. Greene "to approve this list of nominees to serve as judges." MOTION CARRIED.

Instruction
Brenda Benson Burell - Woodbury, NJ
Alvan Kilgore - Lincoln, NE
Francis Jones - Greensburg, NC
Alt: Lynn Huttenen - MA

Supervision
Frank Duffy - Washington, DC
Betty Gale Davis - AR
Mary Lou Johns - Unionwood, IL
Alt: Walt Gmelch - Seattle, WA

Curriculum
Ina Logue - PA
Francis Klein - USC, CA
Gary Baker - MA
Alt: Charles Young - Joliet, IL

12. LEADERSHIP FOUNDATION AWARD President Conran appointed the following members of the Executive Council to serve on a subcommittee to help make the Leadership Foundation award choice: Ann Shelly, Lu Kiser, and Charles Patterson. They will assist in the latter stages after the staff review the nominees for the awards in the three categories. It was moved by Mr. Valiant, and seconded by Ms. Delaney to accept the three member slate. MOTION CARRIED.

Ms. Hodges presented recommended changes in the evaluation procedures for making the Leadership Foundation Award (see Attachment E). It was moved by Mr. Valiant to approve the revision of the evaluation procedures. It was seconded by Mr. Costa. MOTION CARRIED.
13. GLOBAL/INTERNATIONAL EDUCATION Mr. Costa moved that global/international education be recommended to the Board of Directors in March as the next ASCD focus area. Ms. Shelly seconded. MOTION CARRIED.

Other issues which remain to be dealt with in this area include governance, designation of activities and services, and other structural issues. The council decided to separate these out from the issue whether or not to adopt global/international education as a focus area. It was moved by Ms. Shelly and seconded by Mr. Valiant, to request the staff to proceed in developing recommendations for the governance/structural matters related to global education and bring the recommendations back no later than next June. MOTION CARRIED.

14. GUIDELINES FOR SCHOOL-BUSINESS COLLABORATION Mr. Cawelti reported on the work of the committee appointed by the council to develop guidelines for improving school-business collaboration. These will appear in a future issue of Educational Leadership and need to have action by the Executive Council before becoming an official statement. Mr. Costa moved to accept this as an official statement of the association and Mr. Kiser seconded the motion. MOTION CARRIED. (see Attachment F)

It was moved by Mr. Roberts and seconded by Ms. Conran, to commend the group and Alex Molnar for the well written statement fulfilling the responsibility given it by the Council. MOTION CARRIED.

15. PROFICIENCY RECOGNITION PROJECT Mr. Cawelti reviewed the research project recently completed by Ed Pajak in developing supervisory proficiencies. This was derived from a search of the literature and further study of effective supervisors around the country. The study produced twelve areas of proficiency, each thoroughly documented by Mr. Pajak's research. The next step is to develop testing and assessment procedures as a part of phase 2, in which a panel would review a portfolio of the background of the candidates for the proficiency recognition certificate and examinations would be developed. The third phase will be the development of training materials for these proficiencies to be scheduled for the 1991-92 school year. Mr. Cawelti said most professions have such a way of identifying the specific skills and competencies needed in that profession, but there are legal and validity questions that must be carefully attended to in the development of such a plan. It will require a substantial structure to administer the assessment phase and plans will need to be made for the training part of these proficiencies. Another important requirement before moving ahead too far is to ascertain whether or not ASCD members would participate in such a project.

It was moved by Ms. Shelly to accept the report as a statement of supervisory proficiencies and request that the staff explore it by consulting an attorney for any legal questions that may exist,
and do a marketing feasibility survey to ascertain the probability that members would participate. MOTION CARRIED.

Members of the Council commended Ed Pajak for the quality of his work on this first phase of the Proficiency Recognition Project.

16. INTERNATIONAL ACHIEVEMENT TEST COMPARISONS Mr. Cawelti reported on an action taken by the Educational Leaders Consortium which set a goal of restoring the U.S. to a more prominent position in international achievement comparisons in science and math (see Attachment G). He requested the Council's opinion on what ASCD could do to contribute to this unified goal. Mr. Costa raised the question of the appropriateness of the goal limiting it to test scores, but it was pointed out that the statement adopted by the ELC refers to the achievement of U.S. students. Mr. Cawelti said it would be an important responsibility of ASCD to point out the appropriateness of the assessment tools that are used, to interpret the results, and to seek other more appropriate assessment measures if it is determined that the achievement tests currently used are inappropriate expressions of a major national goal. It was moved by Mr. Costa and seconded by Mr. Patterson, that ASCD should be a part of this activity through interpreting an understanding of the meaning of the adopted statement to the public and other organizations involved. MOTION CARRIED. Mr. Cawelti said this matter would be pursued next in December at the regular ELC meeting.

17. VALUES STATEMENT ADOPTED It was moved by Mr. Valiant to approve the final revision of the statement of ASCD values (see Attachment F). It was seconded by Mr. Roberts. Art Costa asked for an amendment to the motion that after approval, the revision should be presented to the Board of Directors.

The Council commended Donna Delph and the members of the Review Council for their work in attempting to integrate the values statements with ASCD constitutional purposes.

Next meeting: March 1, 1990 (arrive 2/28)
June meeting: June 13-16, 1990 in Vail, CO

NOTES: Art Roberts - new telephone # (203) 486-0281
Pat Conran - home telephone # (303) 926-3322
Saturday, October 14, 1989

DISCUSSION ON ESTABLISHMENT OF NATIONAL STANDARDS

Mr. Cawelti requested that council members help establish an association position related to the current interest in establishing national standards. He pointed out that at the summit meeting this term was used along with the matter of establishing national goals and there was little clarification of the difference between the two. It was also pointed out that at various times the notion of the national curriculum had been discussed recently. Mr. Costa raised several questions about the issue of standards themselves which was followed by an open discussion of the development of exemplar standards in three subject fields. (Attachment H)

President Conran thanked all the members of the council for their assistance and the meeting was adjourned at 4:45 p.m.
ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

SUPPLEMENT TO PUBLICATIONS REPORT

Ron Brandt, Executive Editor

October 1989

BOOKS, COMPREHENSIVE MEMBER

PROPOSED

  Each chapter will be written by a different authority, who in many cases will not be a professional educator. Chapters will deal with health, human rights, the mass media, etc.

- "Choosing Research-Based School Improvement," by James Block, Thomas Guskey, and Susan Eerson.
  This book will deal with innovative programs that are based on big ideas, are research-based, and are institutionalized in American education, such as mastery learning, clinical supervision, and cooperative learning. Part 1 will explain the notion of research-based innovations. Part 2 will include a series of chapters, each on one of the innovations. Part 3 will summarize and integrate the dimensions underlying these programs.

BOOKS, NOT COMPREHENSIVE MEMBER

PROPOSED

  This will present a set of carefully selected articles reprinted from books and journals (similar to the new Readings from Educational Leadership), plus an annotated bibliography of other recommended material on this important subject.

YEARBOOKS

PROPOSED

- "What Have We Learned? Fifty Years of Professional Growth," edited by ?
  The Publications Committee recommends that the 1993 yearbook commemorate ASCD's 50th anniversary with a series of articles by leading American educators about major achievements in education since 1943 plus forecasts of what lies ahead.
EDUCATIONAL LEADERSHIP

PROPOSED THEMES FOR 1990-91

1. Choice - Advantages and disadvantages of allowing parents to choose among public schools. Descriptions of existing programs and their results. Also the role of choice in other aspects of education: elective courses, independent study, student projects.

2. Strategic Planning - Accounts of the use of strategic planning processes at district and school levels. How strategic planning is different from long-range planning. Tips on how schools can do "scanning." Discussion of issues encountered in strategic planning: demographics, technology. Consideration of the purposes education should serve. Report on ASCD's own planning process and application to our focus areas.

3. Restructuring - Continuing reports on progress being made by schools and school systems in changing schools. Emphasis on grass roots activity and actual results, not just ideas.

4. Student Success - Review of the many ways educators are working to increase students' sense of achievement and self-worth, including early intervention, teaching study skills, invitational learning, teacher-advisory programs, peer tutoring and mediation, etc.

5. Standards - Analysis of the increased attention being given to development of national standards, including the probability of greater nationalization of curriculum. Discussions of the expansion of National Assessment, further comparisons with other nations, and more reports of what students aren't learning. Related topics include how best to state expectations at national, state, and local levels; alternative approaches to assessment of outcomes, and effects of national standards on site-based management and outcomes-driven education.

6. The Reflective Educator - Examination of the need for educators to resist pressures and fads and think more deeply about the purposes of education and best ways to achieve them. Descriptions of programs and practices that encourage reflection by educators and their students.

7. Social Responsibility - Consideration of ways schools can achieve a fundamental purpose of public education: development of a sense of social responsibility in students. Descriptions of nation projects such as Civitas, and exemplary local programs. Critiques of the recommendations of the National Commission on the Social Studies (soon to be released).

Special feature - Teacher Education. In an issue that may focus on a different subject, we will invite John Goodlad and his colleagues to report on their study of teacher education, which may attract as much interest as A Place Called School.
VIDEOS

PROPOSED

Our current priorities for video production are:
1. Strategies for Teaching Reading as Thinking
2. Writing Across the Curriculum
3. Problem Solving in Mathematics
4. Discipline with Dignity
5. Learning Styles
6. Alternative Approaches to Assessment
7. Help for Beginning Teachers
8. Teaching Students at Risk
9. Restructuring Schools for the Future
10. Teaching Science in Elementary School

After some discussion, the Publications Committee recommended the following priorities:

1. Discipline with Dignity
2. Strategies for Teaching Reading as Thinking
3. Alternative Approaches to Assessment
4. Teaching Students at Risk
5. Study Skills
6. Interdisciplinary Curriculum
7. Writing Across the Curriculum
8. Restructuring Schools for the Future
ITEM: ASCD AWARDS FOR EDUCATION WRITERS
FROM: PAULA DELO, MANAGER OF PUBLIC INFORMATION, FIELD SERVICES DEPARTMENT
ACTION REQUIRED: APPROVAL TO BEGIN

SUPPLEMENTARY INFORMATION:

Purpose: Stimulate excellence in print media coverage of education; create knowledge and interest in ASCD by media; generate interest in quality education.

HISTORY: The initial plan, based on a proposal in Immediate Past President Art Costa, was presented to Executive Council on June 16, 1989, has been further developed from council suggestions to the outline.

PROGRAM PLAN:

1. RATIONALE OF PLAN--
The awards program offers an opportunity to speak to hundreds of journalists about ASCD in the brochures, flyers, and press releases containing the awards information. This process should create a steady growth of awareness about ASCD and develop a greater interest in our regular press releases.

2. THE AWARDS--

OPTION A:

$3500 in $500 increments given to the following categories:
1. magazines--weekly or less frequently
2. non-weekly under 75,000
3. non-weekly over 75,000
4. wire services and papers over 175,000
5. weekly newspaper, any circulation
6. education trade publications
7. articles from magazines, wire services, and newspapers, all sizes, from affiliates' areas outside the United States. English only

Honorable mentions will be awarded in all categories.
The awards will be made at Annual Conference.

OPTION B:

CATEGORIES AND AWARDS: ASCD'S program should include several categories such as newspapers under 75,000 circulation, over 75,000 circulation, magazine published weekly, and international categories. The internationals would make ASCD unique in education journalism. Awards could include a single grand prize of $2500 and a plaque engraved with FIRST PLACE for the winner of each category. The grand prize recipient would also receive a large trophy to be placed in his/her corporation for one year. An expense paid trip to Annual Conference would also be included.
ITEM: 7.1 Report of Meeting of Affiliate Advisory Committee

FROM: Donna Jean Carter, President-Elect
Diane Berreth, Director of Field Services for the Affiliate Advisory Committee

ACTION REQUESTED: Support recommended strategy for affiliate participation in the new ASCD strategic plan.

SUPPLEMENTARY INFORMATION: The Affiliate Advisory Committee met September 22-23, 1989. During their deliberations, they discussed what role the affiliates could play in the new ASCD strategic plan. Based on ASCD's successful experience with the Year of the Teacher project, in which affiliates created broad support for the project among the nation's governors, the Affiliate Advisory Committee recommends that the affiliates be invited to participate more fully in ASCD's focus areas. The Affiliate Advisory Committee's recommendation is provided in more detail in the attached memo.

ACTION TAKEN:
ITEM: 7.1.1 Policy on Release of Affiliate Mailing Lists

FROM: Diane Berreth, Director of Field Services, for the Affiliate Advisory Committee

ACTION REQUESTED: Adopt proposed policy.

SUPPLEMENTARY INFORMATION: The Department of Field Services frequently receives requests for release of the affiliate presidents' names and addresses. These requests come from scholars (usually conducting survey research), nonprofit groups (often announcing new programs or products) and vendors. The proposed policy will provide ASCD staff with guidance in responding to these requests.

PROPOSED POLICY 505.1: Mailing lists of affiliate leaders will only be released to individuals and organizations whose requests are judged appropriate to ASCD's mission and goals. Typically, lists will be made available for scholarly work and not to for-profit organizations.

ACTION TAKEN:
ITEM # 8.2 ASCD's Leadership Foundation Award

FROM: Helene' Hodges
      Director of Research and Information

ACTION REQUESTED:

8.2.0 Appoint 1989-90 Leadership Foundation Executive Council Award Subcommittee.

8.2.1 Review and approve revised evaluation procedures for Leadership Foundation Award.

RELATIONSHIP TO ASCD GOALS/FIVE-YEAR PLAN:

ASCD's Mission: Developing leadership for quality in education for all children by increasing leaders' knowledge and skills in the areas of curriculum development, supervision, and instruction.

RELATED DOCUMENTS:

* Appointment of Executive Council Award Subcommittee
* Project timeline
* Comparative/Non-Comparative Assessment sample
ASCD Leadership Foundation Award

Appointment of Executive Council Award Subcommittee

directions:

Please appoint three (3) members of the Executive Council to serve on the 1989-90 Award Subcommittee.

1. ________________________________

2. ________________________________

3. ________________________________
ASCD Leadership Foundation Award
Project Timeline

August 29, 1989
* Applications mailed to Affiliates
* Award announcement appears in
  Update and ASCD Affiliate
  Newsletter

October 13-15
* Executive Council reviews candidate
  selection process

January 6, 1990
* Application deadline

January 15-19
* Applications processed by R&I
** Applications reviewed by Executive
   Staff Screening Committee
*** Names of three (3) finalists submitted
   to the President, Executive Director, and
   mailed to Executive Council Award
   Subcommittee for final ratings

February 1
* Finalists' notification letter sent

February 12
* Deadline for receipt of finalists' Award ratings from Executive Council
  Subcommittee

February 19-23
* Tally results of Executive Council
  Subcommittee
* Notify Award recipient, Affiliate, President, Executive Director and
  Executive Council Subcommittee
* Send letters of appreciation to finalists and all applicants

March 3-6
* Winner announced at ASCD National Conference

April/May
* Award recipient announcement appears
  in April/May Update and ASCD
  Affiliate Newsletter

** Executive Staff Screening Committee:
  Diane Berreth, Ron Brandt, Helene' Hodges,
  Anne Meek, Nikki Terry

*** Executive Council Award Subcommittee
COMPARATIVE/NON-COMPAREATIVE ASSESSMENT SAMPLE

ASCD LEADERSHIP FOUNDATION AWARD

ASSESSMENT OF APPLICANTS

After reviewing the application, please indicate your rating for each criteria in the space provided. Use the following scale:

5 = Strong Degree
4 = High Degree
3 = Average Degree
2 = Less than Average Degree
1 = Little or No Degree

APPLICANT'S NAME

APPLICANT'S QUALIFICATIONS

1) Membership in ASCD affiliate for at least one year

2) Necessary experience in the field of education.

3) Necessary training skills to lead a successful staff development program

PROPOSED ACTIVITY

1) Proposed activity is:
   a) planned carefully (i.e., objectives, plan of action, evaluation, implementation)
   b) related closely to NCSI/NTC elective
   c) supported by ASCD affiliate and community

2) Proposed activity will make a significant educational contribution in the region where it is conducted

TOTAL SCORE
(Top Score = 35)

COMMENDATIONS/COMMENTS

EVALUATOR
ASCD STATEMENT ON BUSINESS INVOLVEMENT IN THE SCHOOLS

Preamble:

ASCD believes that it is important for schools to develop clear guidelines to govern their relationships with business.

In structuring relationships with business, educators should remember that the state requires students to attend school. This gives educators the responsibility of ensuring that the welfare of their students rather than the special interest of any particular group is promoted by school programs.

In the United States businesses are powerful institutions which are well organized to promote their own interests. Sometimes the interests of business coincide with those of public education, and sometimes they do not. In some instances both the interests of a business and the welfare of students may be well served by establishing a school-business relationship. For example, a business that wants to provide tutors for a school may be interested in "improving public relations in the community," while the school may want to "improve student performance in reading." However, in every instance, business goals and programs must be reviewed with care to ensure that "public relations," for example, does not translate into advertising products or the presentation of a corporate bias.

This statement is intended to help educators establish guidelines to assure that potential school-business relationships are based on sound educational values, serve clear educational purposes, and unambiguously promote the welfare of students.

Establishing The Ground Rules:

Any proposed business involvement with schools should be reviewed to assure that it is consistent with ASCD's educational values (see insert). Then a well-defined process should be put in place at the district level to ensure that the proposed involvement:

* Is consistent with the values, goals and objectives of the educational program;

* Responds to a clearly understood educational need;

* Supports and does not undermine either implicitly or explicitly an existing curriculum and instruction message;

* Has been considered and assessed by groups with different views.

In addition, the process should provide for an ongoing review of
all school-business relationships.

**Structuring Business Involvement In Policy Making:**

Schools are evolving institutions. The challenge for educators is to identify and promote those changes that are educationally valid. Businesses, as institutions, are perhaps the largest and most powerful interest group in our society, and they can exert considerable influence over social and educational policy. Given that potential to influence educational change, either positively or negatively, it is important that educators attempt to structure business involvement in educational policy making in ways that best promote student welfare.

Policy making may sound abstract and distant. However, as the reform initiatives of the 1980s have shown, policy decisions at the federal, state and local level reach into virtually every classroom and school in a variety of tangible ways. Schools can benefit when people who have a strong influence on social and educational policy understand, on a firsthand basis, the problems and possibilities of public education.

Involving business people does not mean that the business agenda can or should become the school agenda. It does mean businesses have people with knowledge and expertise that can be of great assistance to schools. Involving business people as tutors and mentors, for example, provides good opportunities for educating them about public education. These activities not only offer the possibility of immediate benefits to school programs, they provide long-term benefits by being, in effect, in-service programs for people who influence educational policy. The more business people are involved in making constructive contributions to educational programs, the greater the likelihood that they will encourage the business community to support sound educational policies.

**Reviewing Material Resources and Incentive Programs Offered By Businesses:**

The area of materials and incentive programs offered by businesses is controversial. An increasing number of non-educational businesses that market products and services ranging from hamburgers to mouthwash to candy bars to automobiles to electrical power sponsor a variety of promotional materials such as "learning packets," wall posters, "news" broadcasts, computer programs, games, stickers, etc., for school use. Many of these businesses also offer incentive programs that purport to encourage desired educational behavior on the part of the students.

Businesses usually make their materials available to schools free or at nominal cost. These materials are often attractively
packaged, easy to use, and take up topics of current interest. However, attractive packaging, ease of use, topical interest, or apparently inoffensive content are not sufficient justification for using such materials. Nor should business-sponsored materials be used because they are, in a time of budgetary constraint, free and readily available, or because there is a reward in the form of money, equipment, etc., for using them.

Business-sponsored materials may be biased. Special care should be taken to review materials provided by a business or business group on topics in which the business or business group has a financial interest in advancing a particular point of view. This is especially necessary when differing views are not presented because other groups lack the financial resources to present them or because the teaching staff is not well-enough informed to be able to identify bias and present alternative views. Business-supplied materials on topics such as economics, nutrition, energy, and environmental issues have been especially controversial in the past. Whenever business-sponsored materials are used, they should be carefully reviewed for bias, and any bias they contain should be clearly identified for students. If students are too young to understand the bias, the material should not be used.

Some business-sponsored materials may do little more than provide a pretext for product or corporate advertising. Outside of school, children and their parents can choose not to subject themselves to certain commercial messages by, for example, turning off the television. However, in school, students are not free to refuse to subject themselves to advertising messages presented on wall posters, as part of materials used to supplement the curriculum, or in television broadcasts used instructionally, etc. Therefore, educators should be especially diligent in assuring themselves that the power of the state is not misused to create a school environment in which students are, in effect, being forced to view or listen to commercial messages.

Incentive programs that encourage school performance by rewarding children with a product or service should be carefully reviewed. If the products or services offered as incentives imply that by participating in the program, the school is tacitly endorsing consumption habits that contradict important parts of its own curriculum message (in health and nutrition, for example), the program should not be used. An additional danger of incentive programs is that they tend to support a simplistic view of teaching and learning in which material reward is tacitly accepted as the principal basis for enhancing student motivation.

Since business-sponsored materials and incentive programs are susceptible to abuse, it is always preferable for schools to develop their own supplementary materials and programs. In developing these materials and programs, schools can involve business people and other community members where appropriate. This approach averts the dangers of using corporate-sponsored
materials and programs, provides the opportunity to encourage progressive curriculum-making practices, and offers a principled way to build closer, more cooperative relationships with the business community.

Before any business-sponsored material or incentive program is used, it should first be reviewed according to the established procedures for selecting text materials as well as according to the ground rules established above.

**Utilizing The Human Resources Offered By Business:**

The business community represents a large pool of talented and civic-minded people. These people are in a position to contribute positively to school programs in a variety of ways, e.g., serving as mentors, providing staff development activities, helping to find job training opportunities for students, and demonstration teaching, to name a few.

To use the talent available in the business community in an educationally sound way, it is important to provide a carefully structured program. Both parties should understand the goals and objectives of any such involvement. A process should be established by which school and business people participate in designing the program. Business people who take part in the program should receive any training necessary, be recognized for their contributions, and be made to feel welcome and valued. In every instance, the ground rules described above should be used when considering the nature of the program and what it is to accomplish.

**ASCD Task Force On Business Involvement In The Schools**

**Members:**

Alex Molnar (chair)
University of Wisconsin-Milwaukee

Darby Anderson
Alaska Department of Education

Dan Merenda
National Association of Partners in Education, Inc.

Marcy Ubois
Alexandria, Virginia Public Schools
Item: 9.5 Educational Leaders' Consortium action on international achievement issue

From: Gordon Cawelti

Background: ELC has not been aggressive in developing united action on educational problems even though it has been in existence for many years. It is significant they did act favorably on my recommendation which is enclosed (developed through a subcommittee of ELC consisting of Tom Shannon, Scott Thompson, and Rich Miller).

It is important that you are aware of our determination - I, in effect, have committed ASCD to do its part in a unified effort to reach this goal. We need to discuss what this means for ASCD just as the other associations will be doing. I see this as a test of the frequent rhetoric about collaboration in this town...which rarely occurs. The issue is, of course, not unrelated to the current attention being given by the governors to "national standards."

Action Requested: Agreement that ASCD wants to be a part of this and discussion on what that means by way of concrete activities that contribute to the goal.

ELC members: ASCD, AAIE, NASP, AASPA, ASBO, CCSCSO, CEFFI, CCCS, NASBE, NAESP, NAIS, NAFPA, NABSE, NASSP, NCEA, NSBA, NSPRA, and NAFE.
STANDARDS: SOME QUESTIONS

1. What are purposes for standards?
   a) to communicate to students what is expected of them?
   b) communicate to professional and school the basis for goals?
   c) communicate to public what are looks of school?

2. What are examples of well formed/ill formed standards?

3. What would a list of standards be like if it were balanced, relevant, future oriented?

4. How should standards be developed, by whom?

5. How are standards used; what do you do with students who don't meet them?

6. Why do we need them now; haven't we always had them?

7. What are "hidden" assumptions, understanding standards?

8. How is evidence of performance of standards monitored, collected?

9. What is the difference between standard, goal, performance?

10. Should standards be demonstrated individually or in groups?

Exemplar standard in social studies for 17 year olds

- able to evidence ability to contract a position that could be used to influence legislature (state)

Exemplar standard in science for 14 year olds

- design experiment or novel problem and come to a definite conclusion

Exemplar standard in art for 11 year olds

- given "Nude Descending Staircase," what and how did artist try to illustrate?

4 Criteria for an Exemplar Standard: High
Measurable/Observable/Judgable
Significant
Holistic